

Aproximação a uma bibliografia especializada sobre *Interlíngua* (1972- 2005)¹

Adja Balbino de Amorim Barbieri DURÃO
Universidade Estadual de Londrina



Doutora em 'Filología Hispánica' (Lingüística) pela *Universidad de Valladolid - Espanha*

Instituição à qual está vinculada como docente: Universidade Estadual de Londrina

Principais linhas de pesquisa:

- Lingüística Contrastiva
- Aquisição de língua materna *versus* aprendizagem de línguas estrangeiras / segundas línguas
- Línguas em contato

Principais publicações:

DURÃO, A. B. de A. B. *Análisis de errores en la interlengua de lusohablantes aprendices de español y de españoles aprendices de portugués*. 2ª. ed. (modificada). Londrina, Editora da UEL, 2004.

DURÃO, A. B. de A. B. *La interlengua*. Madrid, Arco/Libros, no prelo.

Outras publicações relevantes:

DURÃO, A. B. de A. B. "Los errores típicos de brasileños aprendices de español y la fosilización".

En: A. B. A. B. Durão; O. G. Andrade. *Problemas de Ensino e Aprendizagem de Espanhol a Brasileiros*. Anais das II Jornadas de Estudos Hispânicos da Universidade Estadual de Londrina. Londrina, EDUEL, 1999. págs. 43-54.

DURÃO, A. B. de A. B. "¡Por detrás de la transparencia existe una opacidad! La lectura por estudiantes brasileños de textos redactados en español". *Anuario Brasileño de Estudios Hispánicos*, XII:13-28, 2002.

DURÃO, A. B. de A. B. "¡Leer es comprender! Una reflexión en torno a la comprensión lectora en el aula de E/LE". *Actas del Seminario de Dificultades Específicas de la enseñanza del Español a Lusohablantes*. São Paulo, Consejería de Educación de la Embajada de España, 2004.

DURÃO, A. B. de A. B. "La interferencia como causa de errores de brasileños aprendices de español!" en: J. Sedycias. *O ensino do espanhol no Brasil. Passado, presente, futuro*. São Paulo, Parábola, 2005. págs. 130-144.

Resumo: Este trabalho visa a oferecer uma bibliografia exaustiva e organizada sistematicamente, a qual resulta do rastreamento de fontes documentais de um campo de estudo ainda pouco explorado no Brasil, mas de inestimável importância no âmbito da Lingüística e da Lingüística Aplicada: o da *Interlíngua*.

Palavras-chave: Interlíngua, Análises de interlíngua, Lingüística Contrastiva

Abstract: This paper aims at offering an extensive and systematically organized bibliography, which results from a search of documentary sources in a study area which is still little explored in Brazil, but of valuable importance in Linguistics and in Applied Linguistics: that of Interlanguage.

Key words: Interlangue, Interlangue Analysis, Contrastive Linguistics

Resumen: Este trabajo visa a ofrecer una bibliografía exhaustiva y ordenada sistemáticamente, la cual resulta del rastreo de fuentes de investigación de un campo de estudio todavía poco conocido en Brasil, pero con una validez importante en el ámbito de la Lingüística y de la Lingüística Aplicada: el de la *Interlengua*.

Palabras-clave: Interlengua, Análisis de interlengua, Lingüística Contrastiva

¹ O presente trabalho expõe uma das atividades desenvolvidas por esta pesquisadora junto ao projeto *Desenvolvimentos em Lingüística Aplicada*, financiado pelo Programa de Qualificação Institucional (PQI) pela Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES), qual seja a tentativa de identificar os aspectos teóricos referentes ao ensino e aprendizagem e à formação de professores de línguas estrangeiras na literatura especializada e nos trabalhos de pesquisa já publicados.

Introdução

O objetivo deste trabalho é, por um lado, reunir um conjunto de referências bibliográficas que sirva como fonte de documentação para estudiosos que estejam desenvolvendo ou que pretendam empreender pesquisas no âmbito da *Intelíngua*, e, por outro, demonstrar a amplitude desse campo de estudos, o qual vem dando indicações de ser uma das mais férteis vertentes da Linguística Contrastiva.

Partimos da hipótese de que qualquer pesquisa se constrói sobre o trabalho de outras pessoas, muitas vezes, beneficiando-se de seus princípios e, também, da própria metodologia empregada.

Abreu (1992) indaga como se deve proceder diante da tarefa de definir um objeto de pesquisa:

Se você fosse trabalhar como garimpeiro, qual das atitudes deveria tomar: 1) escolher uma região para garimpar, procurando separar tudo aquilo que pudesse parecer valioso: pequenas pedras (podem ser preciosas), grãos dourados (podem ser ouro), ou acinzentados (certamente algum outro metal precioso não identificável à primeira vista [...]); 2) encher alguns caminhões de terra, retiradas da região do garimpo e trazê-los até seu quintal, onde você poderá fazer passar toda a terra por uma peneira, de maneira bem mais confortável (...); 3) procurar saber, de antemão, o que pode ser encontrado no garimpo e concentrar-se nisso, separando tudo aquilo que for estranho ao que se procura.

A resposta que damos, neste trabalho, à pergunta formulada por Abreu é que se deve realizar uma busca centrada no tópico que origina o estudo. Como visamos, especificamente, a ressaltar os estudos realizados no campo da interlíngua, partimos de fontes documentais que reúnem trinta e quatro anos de pesquisa nas seguintes revistas de referência na área da Linguística e Lingüística

Aplicada²: *Alfa – Revista de Lingüística, Anuario Brasileño de Estudios Hispánicos, Applied Linguistics, Boletim. Revista da Área de Humanas, Cable – Revista de Didáctica del Español como Lengua Extranjera, Carabela (Segunda Etapa), Cuadernos Cervantes de la Lengua Española, D. E. L. T. A – Documentação de Estudos em Lingüística Teórica e Aplicada, Encuentros – Revista de Investigación e Innovación en la clase de idiomas, English Language Teaching Journal, Estudios Lingüísticos de la Universidad de Alicante, Forma. Formación de Formadores, Frecuencia L. Revista de Didáctica del Español como Lengua Extranjera, Intercâmbio, International Review of Applied Linguistics, Language Learning – Journal of Applied Linguistics, Lenguaje y textos, Letras (PUC-Campinas), Letras de Hoje, Linguagem e Ensino, Lingüística, Lingüística Hispánica, Revista Brasileira de Lingüística Aplicada, Revista de Lenguas para Fines Específicos, Revista de Estudios de Adquisición de la Lengua Española, Revista Española de Lingüística, Revista Española de Lingüística Aplicada, Revista de Lingüística Teórica y Aplicada, Signum: Estudos da Linguagem, Studies in Second Language Acquisition, TESOL Quartely, The Specialist, Trabalhos em Lingüística Aplicada.*

Apesar de termos plena consciência de que foi o trabalho de Corder (1967) sobre a importância dos erros cometidos por aprendizes de línguas estrangeiras que iniciou a linha de pesquisa a ser reconhecida como *Análise de Interlíngua*, a delimitação cronológica³ pela qual optamos tem como justificativa o fato de termos tomado como

² Estamos considerando aqui que as análises de interlíngua, dependendo do tipo de tratamento empregado, podem definir-se como pertencentes ao campo da Lingüística ou da Lingüística Aplicada.

³ A decisão de colocar como ponto final o ano 2005 também é plenamente justificável: no presente momento ainda não seria possível reunir as publicações referentes ao ano de 2006, já que este ainda está em curso.

referência o ano 1972, do século passado, por ser esse o ano de publicação do texto *Interlanguage*, de Selinker, considerado como ponto de partida para o entendimento da *Interlíngua* e como base para as *Análises de Interlíngua*⁴. Não partimos das contribuições de Corder (1967, 1971, 1981) porque, tradicionalmente, estas vêm sendo utilizadas para consubstanciar a literatura referente ao *modelo de Análise de Erros*.

Interlíngua é um termo que faz referência ao produto lingüístico de estudantes vinculados a contextos formais de aprendizagem e de imigrantes, os quais, por circunstâncias diversas, dão curso a sistemas lingüísticos que reúnem características que o diferenciam do produto lingüístico de falantes nativos. Tanto como resultado de aprendizagem em contextos formais de ensino, quanto como produto das tentativas de comunicação no dia-a-dia em um país estrangeiro por parte de imigrantes, surgem erros os quais, entre outras possibilidades, podem dever-se à interferência da língua materna dos aprendizes com a língua de aprendizagem, às próprias dificuldades inerentes à língua estrangeira em questão ou às tentativas de expressar idéias que dependem do domínio de palavras ou expressões ainda não interiorizadas. A *interlíngua*, portanto, distingue-se tanto da LM quanto da língua que se objetiva aprender, ou seja, é um sistema lingüístico com características da LM e da LE, mas também com características específicas desse sistema em construção.

Através de um processo de depuração que vai se potencializando ao longo do tempo, o qual se baseia na triagem de hipóteses lingüísticas propostas pelos próprios aprendizes à luz de sua instrução formal ou de *inputs*

⁴ O próprio termo *interlíngua*, com o sentido de língua em construção, foi introduzido por Selinker no ano 1969, sendo reelaborado por este mesmo autor em 1972.

procedentes de contextos nos quais a língua objeto é usada como veículo de comunicação, diferentes tipos de interlíngua vão se substituindo sucessivamente, corporificando aquilo que Corder (1967, 1971, 1973) chamou de “*competência lingüística transitória*” ou de “*dialetos idiosincrásicos*” ou, ainda, do que Nemser (1971) denominou “*sistemas aproximativos*”. A transitoriedade das interlínguas se deve, entre outras coisas, ao próprio tipo de matéria prima de que se constitui, ou seja, a LM dos aprendizes, as línguas estrangeiras que conhecem e a própria LO.

Como ressalta Baralo (2004), a evolução do construto teórico denominado *interlíngua* evoluiu em consonância com o desenvolvimento das teorias lingüísticas, das teorias de aquisição da LM e das teorias de aprendizagem de LE, daí a poder ser interpretada mediante filtros teóricos diversos. Cada vertente teórica explica o fenômeno *interlíngua* a partir de perguntas, objetivos e metodologias de pesquisa diferentes, e, conseqüentemente, podem chegar a respostas também diferentes. Neste trabalho, adotamos a ordem temática proposta num estudo de cunho teórico desenvolvido por Durão (2006), no qual se delimita o conceito de interlíngua e as variáveis lingüísticas e extralingüísticas que incidem na sua constituição, espelhando, portanto, um dos possíveis caminhos percorridos até então nesta área de pesquisa.

PARTE I

O que é a Interlíngua?

1.1- Reflexões teóricas

ACOSTA-LUGO, M. “Interlengua. Orígenes, evolución y aspectos de una polémica interminable.” *Cuadernos Cervantes*, 47: 10-18, 2003.

- ADJEMIAN, C. "On the nature of interlanguage systems". *Language Learning*, 26/2: 297-320, 1976.
- BIALYSTOK, E.; SHARWOOD SMITH, M. "Interlanguage is not a state of mind: an evaluation of the construct for second-language acquisition". *Applied Linguistics*, 6/2: 101-118, 1985.
- CARVALHO, P. A.; DURÃO, A. B. A. B. "Incursões sobre a universalidade do processo de aquisição das línguas orais e das línguas gestuais-visuais". *Boletim*, 45: 19-34, 2003.
- CROOKES, G. "Planning and interlanguage development". *SSLA*, 11/3: 367-383, 1989.
- DAVIES, A. "Is international English an interlanguage?" *TESOL Quarterly*, 23/3: 447-467, 1989.
- DURÃO, A. B. A. B.; CARVALHO, P. A. "Incursões sobre a universalidade do processo de aquisição das línguas orais e das línguas gestuais-visuais". *Boletim*, 45: 19-34, 2003.
- ELLIS, R. "The origins of interlanguage". *Applied Linguistics*, 3/3: 207-223, 1982.
- JORDENS, P. "Interlanguage research: interpretation or explanation". *Language Learning*, 30/1: 195-207, 1980.
- KOHN, K. "Beyond output: the analysis of interlanguage development". *SSLA*, 4/2: 137-152, 1982.
- KEYS, K. J. "Interlanguage phonology theoretical questions and empirical data". *Linguagem e Ensino*, 5/1: 75-91, 2002.
- KRASHEN, S.; BAILEY, N.; MADEEN, C. "Is there a 'natural sequence' in adult second language learning?". *Language Learning*, 24/2: 235-243, 1974.
- MADEEN, C.; BAILEY, N.; KRASHEN, S. "Is there a 'natural sequence' in adult second language learning?". *Language Learning*, 24/2: 235-243, 1974.
- MAJOR, R. C. "Interlanguage phonetics and phonology: an introduction". *SSLA*, 20/2: 131-138, 1998.
- MARKEE, N. "Language in development: questions on theory, questions of practice". *TESOL Quarterly*, 36/3: 265-274, 2002.

- McLAUGHLIN, B. "Restructuring". *Applied Linguistics*, 11/2: 113-127, 1990.
- NICKEL, G. "The role of interlanguage in foreign language teaching". *IRAL*, 36/1: 1-10, 1998.
- PEREIRA, L. M. R. "Interlíngua e conversação exolíngua". *Signum: Estudos da Linguagem*, 6/2: 181-194, 2003.
- PY, B. "Making sense: interlanguage's intertalk in exolingual conversation". *SSLA*, 8/3: 343-354, 1986.
- SELINKER, L. "Interlanguage". *IRAL*, 10/3: 209-231, 1972.
- SELINKER, L. CA/EA/IL: the earliest experimental record". *IRAL*, 27/4: 267-292, 1989.
- SELINKER, L.; LAMENDELLA, J. T. "Updating the interlanguage hypothesis". *SSLA*, 3/2: 201-220, 1981.
- SHARWOOD SMITH, M.; BIALYSTOK, E. "Interlanguage is not a state of mind: an evaluation of the construct for second-language acquisition". *Applied Linguistics*, 6/2: 101-118, 1985.
- TARONE, E. "Interlanguage as chameleon". *Language Learning*, 29/1: 181-191, 1979.
- TENCH, P. "Methodology in phonological interlanguage". *IRAL*, 34/4: 241-259, 1996.
- ZOBL, H. "The wave model of Linguistic change and the naturalness of interlanguage". *SSLA*, 6/2: 160-185, 1984.

1.2- Pesquisas empíricas

- ALARCON, M. A.; GERMANY G. P.; OVIEDO M., G. "La interlengua: un estudio longitudinal". *RLA*, 26: 7-21, 1988.
- BONNOT J-F.; SPA, J.J. "De la structure théorique de l'Interlangue a l'apprentissage du français langue étrangère". *IRAL*, 26/1: 19-34, 1998.
- COOK, V. "Language functions, social factors, and second language learning and teaching". *IRAL*, 23/3: 177- 197, 1985.

- CUMMING, A.; DEAN MELLOW, J. "Concord in interlanguage: efficiency or priming?" *Applied Linguistics*, 15/4: 442-473, 1994.
- DEAN MELLOW, J.; CUMMING, A. "Concord in interlanguage: efficiency or priming?" *Applied Linguistics*, 15/4: 442-473, 1994.
- DEWAELE, J.-M.; PAVLENKO, A. "Emotion vocabulary in interlanguage". *Language Learning*, 52/2: 263-322, 2002.
- ECKMAN, F. R. "The structural conformity hypothesis and the acquisition of consonant clusters in the interlanguage of ESL learners". *SSLA*, 13/1: 23-42, 1991.
- ECKMAN, F. R.; MARAVCSIK, E. A.; WIRT, J. R. "Implications Universals and interrogative structures in the interlanguage of ESL learners". *Language Learning*, 39/2: 173-204, 1989.
- ECKMAN, F. R.; MORAVCSIK, E. A.; WIRTH, J. R. "Implicational universals and interrogative structures in the interlanguage of ESL learners". *Language Learning*, 39/2: 173-204, 1989.
- FINNEMAN, M. D.; BACON, S. M. C. "Sex differences in self-reported beliefs about foreign-language learning and authentic oral and written input". *Language Learning*, 42/4: 471-495, 1992.
- FULLER, J. M. "Between three languages: composite structure in interlanguage". *Applied Linguistics*, 20/4: 534-561, 1999.
- FULLER, J. M.; GUNDEL, J. K. "Topic-prominence in interlanguage". *Language Learning*, 37/1: 1-18, 1987.
- GERMANY G. P.; ALARCON, M. A.; OVIEDO M., G. "La interlengua: un estudio longitudinal". *RLA*, 26: 7-21, 1988.
- GERMANY G., P.; SALAZAR P., O. "Aproximación a los sistemas de Interlengua de hablantes extranjeros que aprenden español como L2". *RLA*, 36: 73-85, 1998.
- GUNDEL, J. K.; FULLER, J. M. "Topic-prominence in interlanguage". *Language Learning*, 37/1: 1-18, 1987.
- GROZDANOVA, L. "Superfluous negation in the Bulgarian-English interlanguage". *IRAL*, 30/2: 157-160, 1992.

GRÜNDLER, H. "Untersuchungen zur Hör – und Sprechkompetenz english-bzw. deutschsprachiger Erwachsener". *IRAL*, 10/2: 123-144, 1972.

HODNE, B. "Yet another look at interlanguage phonology: the modification of English syllable structure by native speakers of Polish". *Language Learning*, 35/3: 405-421, 1985.

KRAEMER, R. "Social psychological factors related to the study of Arabic among Israeli High school students: a test of Gardner's socioeducational model ". *SSLA*, 15/1: 83-106, 1993.

LEE, E-L. "Interlanguage development by two Korean speakers' of English with a focus on Temporality". *Language Learning*, 51/4: 591-633, 2001.

MAJOR, R. C. "Interlanguage Phonetics and Phonology. An Introduction". *SSLA*, 20: 131-137, 1998.

MARAVCSIK, E. A.; ECKMAN, F. R.; WIRT, J. R. "Implications universals and interrogative structures in the interlanguage of ESL learners". *Language Learning*, 39/2: 173-204, 1989.

MIZUNO, M. "Interlanguage Analysis of the English article system: some cognitive constraints facing the Japanese adult learners". *IRAL*, 37/2: 127-151, 1999.

MORAVCSIK, E. A.; ECKMAN, F. R.; WIRTH, J. R. "Implicational universals and interrogative structures in the interlanguage of ESL learners". *Language Learning*, 39/2: 173-204, 1989.

OVIEDO M., G.; ALARCON, M. A.; GERMANY G. P. "La interlengua: un estudio longitudinal". *RLA*, 26: 7-21, 1988.

PAVLENKO, A.; DEWAELE, J.-M. "Emotion vocabulary in interlanguage". *Language Learning*, 52/2: 263-322, 2002.

PRAXEDES FILHO, P. H. L. "The lexic-grammatical complexification level of the interlanguage of Brazilian intermediate EFL students: an exploratory study using systemic-functional grammar". *Trabalhos em Lingüística Aplicada*, 40: 115-147, 2002.

REVILLA, I. "La interlengua en la adquisición de lenguas próximas". *ABEH*, 8: 11-19, 1998.

- SALAZAR P, O.; GERMANY G., P. “Aproximación a los sistemas de interlengua de hablantes extranjeros que aprenden español como L2”. *RLA*, 36: 73-85, 1998.
- SATO, C. J. “Origins of complex syntax in interlanguage development”. *SSLA*, 10/3: 371-396, 1988.
- SCHIMIDT, M. “Coordinate structures and Language Universals in interlanguage”. *Language Learning*, 30/2: 397-416, 1980.
- SVANES, B. “Attitudes and ‘cultural distance’ in second language acquisition”. *Applied Linguistics*, 9/4: 357-371, 1988.
- WIRTH, J. R.; MORAVCSIK. E. A.; ECKMAN, F. R. “Implicational universals and interrogative structures in the interlanguage of ESL learners”. *Language Learning*, 39/2: 173-204, 1989.
- ZYDATISS, W. “Fehler in der Englischen Satzgliedfolge”. *IRAL*, 11/4: 319-356, 1973.
- ZIMMERMANN, R. “Subjektlose und intransitive Sätze im Deutschen und ihre englischen Äquivalente”. *IRAL*, 10/3: 233-246, 1972.

PARTE II

Variáveis lingüísticas da interlíngua

2.1. A transferência lingüística

2.1.1- A transferência / interferência

BENSON, C. “Transfer/Cross-linguistic influence”. *ELT Journal*, 56/1: 68-70, 2002.

BERMAN, R. A.; OLSHTAIN, E. “Features of first language transfer in second language attrition”. *Applied Linguistics*, 4/3:222-234, 1983.

- BHATT, R.; HANCIN-BHATT, B. "Optimal L2 syllables: interactions of transfer and developmental effects". *SSLA*, 19/3:331-378, 1997.
- BLAS ARROYO, J. J. "Problemas teóricos en el estudio de la interferencia lingüística". *RSEL*, 21/2: 265-289, 1991.
- BOSCO CAMÓN, J. "La competencia intercultural y las interferencias lingüísticas em ELE". *Frecuencia L*, 25: 32-35, 2004.
- BUTZKAMM, W. "Between drill and discourse – the generative principle and the problem of learning transfer". *IRAL*, 38/2: 147- 159, 2000.
- CASANOVAS CATALÁ, M. "¿Qué sucede cuando uno no es monolingüe? Algunas consecuencias de la interferencia lingüística en el aprendizaje del léxico?" *Lenguaje y textos*, 10: 335-339, 1997.
- CEBRIAN, J. "Transferability and productivity of L1 rules in catalan – English interlanguage". *SSLA*, 22/1:1-26, 2000.
- CHUMBOW, B. S. "Foreign language learning in a multilingual setting: the predictability of 'the mother tongue effect'". *IRAL*, 22/4: 287-296, 1984.
- FÆRCH, C.; KASPER, G. "Perspectives on language transfer". *Applied Linguistics*, 8/2: 111-136, 1987.
- FERNÁNDEZ SÁNCHEZ, E. "Transferencias e Interferencias en el aprendizaje de una segunda lengua". *Encuentro: Revista de Investigación e Innovación en la Clase de Idiomas*, 11: 106-112, 1999-2000.
- GASS, S. "Language transfer and universal grammatical relations". *Language Learning*, 29/2: 327-346, 1979.
- GIERDEN VEGA, C. "Interferencias léxico-semánticas entre el inglés como L2 y el alemán como L3 en hispanohablantes". *Lenguaje y Textos*, 5:31-38, 1993.
- GONZÁLEZ-CRUZ, I. "Lengua, sociedad y progreso: coordenadas para el estudio de las interfeerncias léxicas". *RLFE*, 0: 45-54, 1993.

- HANCIN-BHATT, B.; BHATT, R. "Optimal L2 syllables: interactions of transfer and developmental effects". *SSLA*, 19/3: 331-378, 1997.
- HEILENMAN, L. K.; McDONALD, J. L. "Processing strategies in LE Learners of French: the role of transfer". *Language Learning*, 43/4: 507-557, 1993.
- HELMS-PARK, R. "Transfer in SLA and creoles: the implications of causative serial verbs in the interlanguage of vietnamese ESL learners". *SSLA*, 25/2: 211-244, 2003.
- HORTON, D. "Translation assessment: notes on the interlingual transfer of an advertising text". *IRAL*, 36/2: 95-120, 1998.
- IRUJO, S. "Don't put your leg in your mouth: transfer in the acquisition of idioms in a second language". *TESOL Quarterly*, 20/2: 287-304, 1986.
- JARVIS, S. "Methodological rigor in the study of transfer: identifying L1 influence in the interlanguage lexicon.". *Language Learning*, 50/2: 245-309, 2000.
- JARVIS, S.; ODLIN, T. "Morphological type, spatial reference and language transfer". *SSLA*, 22/4: 535-556, 2000.
- JARVIS, S.; PAVLENKO, A. "Bidirectional transfer". *Applied Linguistics*, 23/2: 190-214, 2002.
- KASPER, G.; FÆRCH, C. "Perspectives on language transfer". *Applied Linguistics*, 8/2: 111-136, 1987.
- KELLERMAN, E. "Transfer and non-transfer: Where we are now". *SSLA*, 2/1: 37-57, 1978.
- LOVEDAY, L. J. "Communicative interference: a framework for Contrastively Analysing L2 communicative competence exemplified with the Linguistic Behaviour of Japanese performing in English" *IRAL*, 20/1: 1-16, 1982.
- McDONALD, J. L.; HEILENMAN, L. K. "Processing strategies in LE Learners of French: the role of transfer". *Language Learning*, 43/4: 507-557, 1993.
- MONTRUL, S. "Transitivity alternations in L2 acquisition: toward a modular view of transfer". *SSLA*, 22/2: 229-274, 2000.

- MYHILL, J.; TARALLO, F. "Interference and natural language processing in second language acquisition". *Language Learning*, 33/1: 55-76, 1983.
- ODLIN, T.; JARVIS, S. "Morphological type, spatial reference and language transfer". *SSLA*, 22/4: 535-556, 2000.
- PAVLENKO, A.; JARVIS, S. "Bidirectional transfer". *Applied Linguistics*, 23/2: 190-214, 2002.
- PICA, T. "L1 transfer and L2 complexity as factors in syllabus design". *TESOL Quarterly*, 18/4: 683-704, 1984.
- POLITZER, R. L. "Some reflections on transfer of training of foreign language learning". *IRAL*, 3/3:171-178, 1963.
- PORRAS CASTRO, S. "Interferencia lingüística en la enseñanza/aprendizaje de una L2: español-italiano" *Lenguaje y textos*, 4: 67-72, 1993.
- RICHARDS, J.; SUKWIWAT, M. "Language transfer and conversational competence". *Applied Linguistics*, 4/2: 113-125, 1983.
- SÁNCHEZ-ÉLEZ, M. V. N. "Interferencias del sistema lingüístico portugués en el aprendizaje de la lengua española". *RSEL*, 5: 141-154, 1989.
- SHARWOOD SMITH, M. "Strategies, Language Transfer and the Simulation on the second language learner's mental operations". *Language Learning*, 29/2: 345-362, 1979.
- SIEGEL, J. "Substrate influence in creoles and the role of transfer in second language acquisition". *SSLA*, 25/2: 185-210, 2003.
- SINGH, R. "Interference and contemporary Phonological Theory". *Language Learning*, 41/2: 157-175, 1991.
- STEVICK, E. W. "Who's who in language transfer". *IRAL*, 10/2: 105-122, 1972.
- SUKWIWAT, M.; RICHARDS, J. "Language transfer and conversational competence". *Applied Linguistics*, 4/2: 113-125, 1983.
- TAKASHIMA, H. "Transfer, overgeneralization and simplification in second language acquisition – a case study in Japan". *IRAL*, 30/2: 97-120, 1992.

TARALLO, F.; MYHILL, J. "Interference and natural language processing in second language acquisition". *Language Learning*, 33/1: 55-76, 1983.

TAYLOR, B. P. "The use of overgeneralization and transfer learning strategies by elementary and intermediate students of ESL". *Language Learning*, 25/1: 73-107, 1975.

WHITE, L. "Markedness and second language acquisition: the question of transfer". *JSLA*, 9/3: 261-286, 1987.

2.1.2- Transferência cognitiva de compreensão leitora e produção escrita

ARNDT, V. "Six writers in search-of textos: a protocol based study of L1 and L2 writing". *ELT Journal*, 41/4: 257-267, 1967.

BACON, S. M. C.; FINNEMAN, M. D. "Sex differences in self-reported beliefs about foreign-language learning and authentic oral and written input". *Language Learning*, 42/4: 471-495, 1992.

BERNHARDT, E.; KAMIL, M. "Interpreting relationships between L1 and L2 reading: consolidating the Linguistic Threshold and the Linguistics interdependence Hypotheses". *Applied Linguistics*, 16/1: 15-34, 1995.

BIALYSTOK, E. "The compatibility of teaching and learning strategies". *Applied Linguistics*, 6/2: 255-262, 1985.

CARREL, P. L. "The components of background knowlwdge in reading comprehension". *Language Learning*, 33/1: 183-207, 1983.

CARREL, P. L. "Second language reading: reading ability or language proficiency? *Applied linguistics*, 22/2: 1590179, 1991.

CARREL, P. L.; CARSON, J. E.; SILBERSTEIN, S.; KROLL, B.; KUEHN, P. A. "Reading-writing relationships in first and second language". *TESOL Quarterly*, 24/2: 245-266, 1990.

CARSON, J. E.; KUEHN, P. "Evidence of transfer and loss developing second language writers". *Language Learning*, 42/2: 157-182, 1992.

- CARSON, J. E.; CARREL, P. L.; SILBERSTEIN, S.; KROLL, B.; KUEHN, P. A. "Reading-writing relationships in first and second language". *TESOL Quarterly*, 24/2: 245-266, 1990.
- CLARKE, M. A. Reading in Spanish and English: evidence from adult ESL students". *Language Learning*, 29/1: 121-50, 1979.
- CZIKO, G. A. "Language competence and reading strategies: a comparison of first-and second language oral readings errors". *Language Learning*, 30/1: 101-116, 1980.
- DIAB, N. "The transfer of Arabic in the English writings of Lebanese students". *The ESP*, 18/1: 71-83, ?
- DONIN, J.; SILVA, M. "The relationship between first-and second language reading comprehension of reception-specific texts". *Language Learning*, 43/3: 373-401, 1993.
- DOTA, M. I. M. "Reading strategies – from L1 to L2". *Alfa*, 34: 37-48, 1990.
- DOTA, M. I. M. "Transferência na aprendizagem de leitura em língua estrangeira: algumas reflexões". *Alfa*, 42: 9-22, 1998.
- DYER, B. "L1 and L2 composition theories: Hillocks' 'environmental mode' and task-based language teaching". *ELT Journal*, 50/4: 312-326, 1996.
- EDELSKY, C. "Writing in a bilingual program: the relation of L1 and L2 texts". *TESOL Quarterly*, 16/2: 211-218, 1982.
- FÆRC, C.; KASPER, G. "The role of comprehension in second-language learning". *Applied Linguistics*, 7/2: 239-256, 1986.
- FERNÁNDEZ MONTORO, L. "La expresión escrita y su repercusión en la interlengua". *Frecuencia L*, 22: 3- 6, 2003.
- FERRIS, M. R.; POLITZER, R. L. "Effects of early and delayed second language acquisition: English composition skills of Spanish-speaking junior High School students". *TESOL Quarterly*, 15/3: 263-295, 1981.
- FINNEMAN, M. D.; BACON, S. M. C. "Sex differences in self-reported beliefs about foreign-language learning and authentic oral and written input". *Language Learning*, 42/4: 471-495, 1992.

- HULSTIJN, J. H.; HULSTIJN, W. "Grammatical errors as a function of processing constraints and explicit knowledge". *Language Learning*, 34/1: 23-43, 1984.
- HULSTIJN, W.; HULSTIJN, J. H. "Grammatical errors as a function of processing constraints and explicit knowledge". *Language Learning*, 34/1: 23-43, 1984.
- KAMIL, M.; BERNHARDT, E. "Interpreting relationships between L1 and L2 reading: consolidating the Linguistic Threshold and the Linguistics interdependence Hypotheses". *Applied Linguistics*, 16/1: 15-34, 1995.
- KASPER, G.; FÆRC, C. "The role of comprehension in second-language learning". *Applied Linguistics*, 7/2: 239-256, 1986.
- KODA, K. "The use of L1 reading strategies in L2 reading: effects of L1 orthographic structures on L2 phonological recording strategies". *JSLA*, 12/3: 393-410, 1990.
- KROLL, B.; CARSON, J. E.; CARROL, P. L.; SILBERSTEIN, S.; KUEHN, P. A. "Reading-writing relationships in first and second language". *TESOL Quarterly*, 24/2: 245-266, 1990.
- KUEHN, P.; CARSON, J. E. "Evidence of transfer and loss developing second language writers". *Language Learning*, 42/2: 157-182, 1992.
- KUEHN, P. A.; CARSON, J. E.; CARROL, P. L.; SILBERSTEIN, S.; KROLL, B.; "Reading-writing relationships in first and second language". *TESOL Quarterly*, 24/2: 245-266, 1990.
- LEATHER, S. "Training across cultures: content, process, and dialogue". *ELT Journal*, 55/3: 228-237, 2001.
- LEE, J. F. "On the use of recall tasks to measure L2 reading comprensión". *JSLA*, 8/2: 201-212, 1986.
- LEE, J-W; SCHALLERT, D. L. "The relative contribution of L2 lenguaje proficiency and L1 reading ability to L2 reading performance: a test of the threshold hypothesis in an EFL context". *TESOL Quarterly*, 31/4: 713-739, 1997.

- LO, W. A.; MOHAN, B. A. "Academic writing and Chinese studenttransfer and developmental factors". *TESOL Quarterly*, 19/4: 515-534, 1985.
- MÉNARD, N.; WHALEN, K. "L1 and L2 writers' strategic and Linguistic knowledge: a model of multiple-level discourse processing". *Language Learning*, 45/3: 381-418, 1995.
- MOHAN, B. A.; LO, W. A. "Academic writing and Chinese studenttransfer and developmental factors". *TESOL Quarterly*, 19/4: 515-534, 1985.
- POLITZER, R. L.; FERRIS, M. R. "Effects of early and delayed second language acquisition: English composition skills of Spanish-speaking junior High School students". *TESOL Quarterly*, 15/3: 263-295,1981.
- RINGBON, H. "On L1 transfer in L2 comprehension and L2 production". *Language Learning*, 42/1: 85-112, 1992.
- ROLLER, C. M. "Transfer of cognitive academic competence and L2 reading in a rural Zimbabwean primary school". *TESOL Quarterly*, 22/2: 303-328, 1988.
- SCHALLERT, D. L.; LEE, J-W. "The relative contribution of L2 lenguaje proficiency and L1 reading ability to L2 reading performance: a test of the threshold hypothesis in an EFL context". *TESOL Quarterly*, 31/4: 713-739, 1997.
- SEGALOWITZ, N. "Does advanced skill in a second language reduce automaticity in the first language?" *Language Learning*, 41/1: 58-83, 1991.
- SILBERSTEIN, S.; CARSON, J. E.; CARROL, P. L.; KROLL, B.; KUEHN, P. A. "Reading-writing relationships in first and second language". *TESOL Quarterly*, 24/2: 245-266, 1990.
- STAPLETON, P. "Critical thinking in Japanese L2 writing: rethinking tired constructs" *ELT Journal*, 56/3: 250-257, 2002.
- STEFFENSEN, M. "Register, cohesion, and corss-cultural reading comprehension". *Applied Linguistics*, 7/1: 71-85, 1986.
- TADROS, A. A. "Arabic interference in the written English of Sudanese students – relativisation". *ELT Journal*, 33/3: 234-239, 1979.

WADE-WOOLEY, L. "First language influences and second language word reading: all roads lead to Rome". *Language Learning*, 49/3: 447-471, 1979.

WALTER, C. "Transfer of reading comprehension skills to L2 is linked to mental representations of text and to L2 working memory". *Applied Linguistics*, 25/3: 315-339, 2004.

WHALEN, K; MÉNARD, N. "L1 and L2 writers' strategic and Linguistic knowledge: a model of multiple-level discourse processing". *Language Learning*, 45/3: 381-418, 1995.

WHYTE, S. "Specialist knowledge an interlanguage development: a discourse domain approach to text construction". *SSLA*, 17/2: 153-184, 1995.

WILLIAMS, E. "Reading in two languages at year five in African Primary schools". *Applied Linguistics*, 17/2: 182-209, 1996.

WOLFRAM, W. "Contrastive Linguistics and social lectology". *Language Learning*, 28/1: 1-28, 1978.

YANDELL, B.; YANG, R. "Top-down versus bottom-up analyses of interlanguage data: a reply to Saito". *SSLA*, 21/3: 477-488, 1999.

YANG, R.; YANDELL, B. "Top-down versus bottom-up analyses of interlanguage data: a reply to Saito". *SSLA*, 21/3: 477-488, 1999.

2.1.3- Papel da LM na aprendizagem da LE

BOERS, F; DEMECHELEER, M. "Measuring the impact of cross-cultural differences on learners' comprehension of imageable idioms". *ELT Journal*, 55/3: 255-263, 2001.

BONGAERTS, T.; POULISSE, N. "First language in second language production". *Applied Linguistics*, 15/1:36-57, 1994.

CLAHSEN, H. "The comparative study of first and second language development". *SSLA*, 12/2:135-154, 1990.

COOK, V. J. "The analogy between first and second language learning". *IRAL*, 7: 207-216, 1969.

- CYRINO, S. M. L. "On first and second language acquisition". *Boletim*, 19: 94-??, 1990.
- DAHKSTEDT, I. H. "Mother tongue and second language: a Swedish viewpoint". *IRAL*, 10/4: 333-350, 1972.
- DEMECHELEER, M.; BOERS, F. "Measuring the impact of cross-cultural differences on learners' comprehension of imageable idioms". *ELT Journal*, 55/3: 255-263, 2001.
- ELIASSON, S.; LAUFER, B. "What causes avoidance in L2 learning: L1-L2 difference, L1-L2 similarity or L2 complexity?". *SSLA*, 15/1: 35-48, 1993.
- ERVIN-TRIP, S. "Is second language learning like the first?" *TESOL Quarterly*, 8/2: 111-128, 1974.
- FRAHM, G. F.; RIPPEL, Z. I. B. "Conscientização lingüística: um enfoque contrastivo L1 – L2 para ensino de inglês instrumental na UFPR". *The ESP*, 13: 51-68, 1986.
- HENRIQUES, E. R.; SUK LIM, E. "O papel da língua materna na aquisição de segunda língua". *Revista Letras*, 10/1-2: 165-182, 1991.
- JOHN, A. P. "Approximative Languages' and language learning situations". *IRAL*, 28/3: 209-216, 1980.
- KEYS, K. "First language influence on the spoken English of Brazilian students". *ELT Journal*, 56/1: 41-46, 2002.
- LAUFER, B.; ELIASSON, S. "What causes avoidance in L2 learning: L1-L2 difference, L1-L2 similarity, or L2 complexity?" *SSLA*, 15/1: 35-48, 1993.
- MATTAR, H. "Translation elicitation techniques and mother tongue interference: any significant connection?" *IRAL*, 37/4: 307-320, 1999.
- OKAMURA-BICHARD, F. "Mother tongue maintenance and second language learning: a case of Japanese children". *Language Learning*, 35/1: 63-88, 1985.
- OLSHTAIN, E.; BERMAN, R. A. "Features of first language transfer in second language attrition". *Applied Linguistics*, 4/3: 222-234, 1983.

- POULISSE, N.; BONGAERTS, T. "First language in second language production". *Applied Linguistics*, 15/1:36-57, 1994.
- RIPPEL, Z. I. B.; FRAHM, G. F. "Conscientização lingüística: um enfoque contrastivo L1 – L2 para ensino de inglês instrumental na UFPR". *The ESP*, 13: 51-68, 1986.
- SINGLETON, D. "Mother and other tongue influence on learner french: a case study". *SSLA*, 9/3: 327-346, 1987.
- SUK LIM, E.; HENRIQUES, E. R. "O papel da língua materna na aquisição de segunda língua". *Revista Letras*, 10/1-2: 165-182, 1991.
- WODE, H. "Operating principles and universals in L1, L2 and FLT". *IRAL*, 17/3: 217-232, 1979.
- ZOLB, H. "The formal and developmental selectivity of L1 influence on L2 acquisition". *Language Learning*, 30/1: 43-58, 1980.

2.1.4 Presença da LM na sala de aula de LE

- ATKINSON, D. "The mother tongue in the classroom: a neglected resource? *ELT Journal*, 41/4: 241-247, 1987.
- HAJJAJ, A. H.; KHARMA, N. N. "Use of the mother tongue in the ESL Classroom". *IRAL*, 27/3: 223-235, 1989.
- HARBORD, J. "The use of the mother tongue in the classroom". *ELT Journal*, 46/4: 350-355, 1992.
- KHARMA, N. N.; HAJJAJ, A. H. "Use of the mother tongue in the ESL Classroom". *IRAL*, 27/3: 223-235, 1989.
- LIMA, M. S. C. "Considerações sobre a prática de educação bilíngüe do sujeito surdo em sala de aula: línguas em conflito". *Intercâmbio*, 11: 77-84, 2002.
- SILVA, I. R. "Línguas em contato e em conflito: a criança surda na escola". *Intercâmbio*, 12: 301-307, 2003.
- TERRA, M. R. "Língua materna (LM): um recurso mediacional importante na sala de aula de aprendizagem de língua estrangeira (LE)". *Trabalhos em Lingüística Aplicada*, 43/1: 97-113, 2004.

2.2. Sistematicidade

BLEY-VROMAN, R. "The comparative fallacy in interlanguage studies: The case of systematicity". *Language Learning*, 33/1: 1-17, 1983.

HUEBER, T. "Linguistic systems and Linguistic change in an interlanguage". *SSLA*, 6/1: 33-53, 1983.

HUEBER, T. "System and variability in interlanguage syntax". *Language Learning*, 35/2: 141-162, 1985.

SCHACHTER, J. "In search of systematicity in interlanguage production". *SSLA*, 8/2: 119-134, 1986.

TARONE, E. "Systematicity and attention in interlanguage". *Language Learning*, 32/1: 69-82, 1982.

TIMM, J-P. "The consistency of interlanguage in task-bound second-language production". *Applied Linguistics*, 7/1: 86-107, 1986.

2.3. Variabilidade

BEEBE, L. "Sociolinguistic variation and style shifting in segunda lingua acquisition". *Language Learning*, 30/4: 433-447, 1980.

CROOKES, G. "Planning and interlanguage variation". *SSLA*, 11/4: 367-384, 1998.

DICKERSON, L. J. "The learner's interlanguages as a system of variable rules". *TESOL Quarterly*, 9/4: 401-408, 1975.

DOUGLAS, D.; SELINKER, L. "Wrestling with 'context' in interlanguage theory?" *Applied Linguistics*, 6/2: 190-204, 1985.

ELLIS, R. "Sources of variability in interlanguage". *Applied Linguistics*, 6/2: 118-131, 1985.

ELLIS, R. "Interlanguage variability in narrative discourse: style shifting in the use of past tense". *SSLA*, 9/1: 1-20, 1996.

HUEBER, T. "System and variability in interlanguage syntax". *Language Learning*, 35/2: 141-162, 1985.

HYLTENSTAM, K. "Implicational patterns in interlanguage syntax variation". *Language Learning*, 27/2: 383-411, 1977.

- LITTLEWOOD, W. D. "Language variation second language acquisition theory". *Applied Linguistics*, 11/2: 150-158, 1981.
- LOWENBERG, P. H. "Non-native varieties of English: nativization, norms, and implications". *SSLA*, 8/1: 1-18, 1986.
- PARRISH, B.; TARONE, E. "Task-related variation in interlanguage: the case of articles". *Language Learning*, 38/1: 21-44, 1988.
- SAJJADI, S.; TAHRIRIAN, M. H. "Task variability and interlanguage use". *IRAL*, 30/1: 35-44, 1992.
- SELINKER, L.; DOUGLAS, D. "Wrestling with 'context' in interlanguage theory?" *Applied Linguistics*, 6/2: 190-204, 1985.
- TAHRIRIAN, M. H.; SAJJADI, S. "Task variability and interlanguage use". *IRAL*, 30/1: 35-44, 1992.
- TARONE, E. "On variability of interlanguage systems". *Applied Linguistics*, 4/2: 142-164, 1983.
- TARONE, E. "Variability in interlanguage use: a study of style-shifting in morphology and syntax". *Language Learning*, 35/3: 373-400, 1985.
- TARONE, E. "On variation in interlanguage: a response to Gregg". *Applied Linguistics*, 11/4: 392-400, 1990.
- TARONE, E. "Frequency effects, noticing, and creativity: factors in a variationist interlanguage framework". *SSLA*, 24/2: 287-296, 2002.
- TARONE, E.; PARRISH, B. "Task-related variation in Interlanguage: the case of articles". *Language Learning*, 38/1: 21-44, 1988.
- YOUNG, R. "Variation and the interlanguage hypothesis". *SSLA*, 10/3: 281-302, 1988.
- YOUNG, R. "Functional constraints on variation in the interlanguage morphology". *Applied Linguistics*, 14: 76-97, 1993.

2.4. Fossilização de erros

ACTON, W. "Changing fossilized pronunciation". *TESOL Quarterly*, 18/1: 71-85, 1984.

DURÃO, A. B. A. B. "A fossilização de erros: o estado da questão". *Signum: Estudos da Linguagem*, 3: 47-61, 2000.

JOHNSON, H. "Desfossilizing". *ELT Journal*, 46/2: 180-189, 1992.

LAMENDELLA, J.; SELINKER, L. "The role of extrinsic feedback in interlanguage fossilization. A discussion of "Rule fossilization: a tentative model". *Language Learning*, 29/2: 363-376, 1979.

LÓPEZ VALVERDE, M. D. "La fosilización de algunos errores de los alumnos de lengua materna italiana. Reflexión sobre una experiencia en el Liceo español "Cervantes" de Roma". *Frecuencia L*, 19: 11-15, 2002.

MUKATTASH, L. "Persistence of fossilization". *IRAL*, 24/3: 187-204, 1986.

NAKUMA, C. K. "A new theoretical account of "fossilization": implications for L2 attrition research". *IRAL*, 36/3: 247-256, 1998.

OLLER, J. W.; VIGIL, N. A. "Rule fossilization: a tentative model". *Language Learning*, 26/2: 281-294, 1976.

SELINKER, L.; LAMENDELLA, J. "The role of extrinsic feedback in interlanguage fossilization. A discussion of "Rule fossilization: a tentative model"". *Language Learning*, 29/2: 363-376, 1979.

VIGIL, N. A.; OLLER, J. W. "Rule fossilization: a tentative model". *Language Learning*, 26/2: 281-294, 1976.

PARTE III

Variáveis extralingüísticas que incidem na constituição da interlíngua

3.1. Análises de interlíngua com base na Psicolingüística

3.1.1- Hipótese do Período Crítico

FLEGE, J. E. "A critical period for learning to pronounce foreign languages". *Applied Linguistics*, 8/2: 162-177, 1987.

GERSTMAN, L. J.; MORRIS, B. S. K. "Age contrasts in the learning of language-relevant materials: some challenges to Ccritical Period Hypothesis" *Language Learning*, 36/3: 311-352, ?

MORRIS, B. S. K.; GERSTMAN, L. J. "Age contrasts in the learning of language-relevant materials: some challenges to Ccritical Period Hypothesis" *Language Learning*, 36/3: 311-352, ?

PATKOWISKI, M. "Laterality effects in multilinguals during speech production under the concurrent task paradigm: another test of age of acquisition hypothesis". *IRAL*, 41/3: 175-200, 2003.

PICA, T. "Adult acquisition of English as a second language under different conditions of exposure". *Language Learning*, 33/4: 465-497, 1983.

3.1.2- O fator 'idade'

BAILEY, N.; MADDEN. C.; KRASHEN, S. "Is there a 'natural sequence' in adult second language?". *Language Learning*, 24: 235-243, 1974.

BURT, M.; DULAY, H. "Natural sequences in chield second acquisition" *Language Learning*, 24: 37-53, 1974.

CHESTERFIELD, K. B.; CHESTERFIELD, R. "Natural order in children's use of second language strategies" *Applied Linguistics*, 6/1: 45-59, 1985.

CHESTERFIELD, R.; CHESTERFIELD, K. B. "Natural order in children's use of second language strategies" *Applied Linguistics*, 6/1: 45-59, 1985.

CUMMINS, J. "The cross-lingual dimensions of language proficiency: implications for bilingual education and the optimal age issue". *TESOL Quarterly*, 14/2: 175-187, 1980.

DULAY, H.; BURT, M. "Natural sequences in child second acquisition" *Language Learning*, 24: 37-53, 1974.

DUMAS, G.; SELINKER, L.; SWAIN, M. "The interlanguage hypothesis extended to children". *Language Learning*, 25/1: 133-152, 1975.

FATHMAN, A. "The relationship between age and second language productive ability". *Language Learning*, 25/4: 245-253, 1975.

GHRIB, E. M. "A longitudinal study of a Tunisian adolescent's learning of English morphemes in a classroom context". *IRAL*, 25/1: 41-54, 1987.

HIGA, C.; SCARCELLA, R. "Input, negotiation and age differences in second language acquisition". *Language Learning*, 33/4: 409-437, 1981.

JIMÉNEZ PUADO, M. J.; MOYA GUIJARRO, A. J. "El proceso de interlengua en el aprendizaje del inglés como lengua extranjera en edades tempranas". *Lenguaje y textos*, 22: 63-80, 2004.

KRASHEN, S.; BAILEY, N.; MADDEN, C. "Is there a 'natural sequence' in adult second language?". *Language Learning*, 24: 235-243, 1974.

MADDEN, C.; BAILEY, N.; KRASHEN, S. "Is there a 'natural sequence' in adult second language?". *Language Learning*, 24: 235-243, 1974.

MCDONALD, J. L.; HEILENMAN, L. K. "Processing strategies in LE learners of French: the role of transfer". *Language Learning*, 43/4: 507-557, 1993.

MOYA GUIJARRO, A. J.; JIMÉNEZ PUADO, M. J. "El proceso de interlengua en el aprendizaje del inglés como lengua extranjera en edades tempranas". *Lenguaje y textos*, 22: 63-80, 2004.

NEUFELD, G. G. "On the adult's ability to acquire Phonology". *TESOL Quarterly*, 14/3: 285-298, 1980.

PATKOWSKY, M. S. "Age and accent in a second language: a reply to James Emil Flege". *Applied Linguistics*, 11/1: 73-89, 1990.

PICA, T. "Adult acquisition of English as a second language under different conditions of exposure". *Language Learning*, 33: 465-497, 1983.

RICHARDS, J. C. "Simplification: a strategy in the adult acquisition of a foreign language: an example from Indonesian/Malay". *Language Learning*, 26/1: 115-126, 1975.

SCARCELLA, R.; HIGA, C. "Input, negotiation and age differences in second language acquisition". *Language Learning*, 33/4: 409-437, 1981.

SELINKER, L.; SWAIN, M.; DUMAS, G. "The interlanguage hypothesis extended to children". *Language Learning*, 25/1: 133-152, 1975.

SOKOLIK, M. E. "Learning without rules: PCP and resolution of the adult language learning paradox". *TESOL Quarterly*, 24/4: ?, 1990.

SWAIN, M.; SELINKER, L.; DUMAS, G. "The interlanguage hypothesis extended to children". *Language Learning*, 25/1: 133-152, 1975.

3.1.3- Processamento da informação

3.1.3.1- Modelos de processamento de operações mentais relacionados com a LE

CHAUDRON, C. "Intake: on models and methods for discoursing learners' processing of input". *SSLA*, 7/1: 1-14, 1985.

CLAHSEN, H.; PAPADOPOULOU, D. "Parsing strategies in L1 and L2 sentence processing: a study of relative clause attachment in Greek" *SSLA*, 25/4: 501-528, 2003.

KENNEDY, B. L. "Adult versus child L2 acquisition: an information-processing approach". *Language Learning*, 38/4: 477-495, 1988.

HAKANSSON, G.; PIENEMANN, M. "A unified approach toward the development of Swedish as L2: a processability account". *SSLA*, 21/3: 383-420, 1999.

HARLEY, B.; HOWARD, J.; HART, D. "Second language processing at differentes ages: do younger learners pay more attention to prosodic cues to sentence structure? *Language Learning*, 45/1: 43-71, 1995.

HART, D.; HARLEY, B.; HOWARD, J. "Second language processing at differentes ages: do younger learners pay more attention to prosodic cues to sentence structure? *Language Learning*, 45/1: 43-71, 1995.

HOWARD, J.; HARLEY, B.; HART, D. "Second language processing at differentes ages: do younger learners pay more attention to prosodic cues to sentence structure? *Language Learning*, 45/1: 43-71, 1995.

MAcLEOD, B.; McLAUGLIN, B.; ROSSMANT, T. "Second-language learning: an information-processing perspective". *Language Learning*, 33/1: 135-158, 1983.

MANGUBHAI, F. "The processing behaviours of adult second language learners and ther relationship to second language proficiency". *Applied Linguistics*, 12/3: 268-297, 1991.

McLAUGLIN, B.; ROSSMANT, T.; MAcLEOD, B. "Second-language learning: an information-processing perspective". *Language Learning*, 33/1: 135-158, 1983.

MÉNARD, N.; WHALEN, K. "L1 and L2 writers' strategic and Linguistic knowledge: a model of multiple-level discourse processing". *Language Learning*, 45/3: 381-418, 1995.

MYHILL, J.; TARALLO, F. "Interference and natural language processing in second language acquisition". *Language Learning*, 33/1: 55-76, 1983.

- NODA, A.; TAKANO, Y. "Interlanguage dissimilarity enhances the decline of thinking ability during foreign language processing". *Language Learning*, 45/4: 657-681, 1995.
- PAPADOPOULOU, D.; CLAHSEN, H. "Parsing strategies in L1 and L2 sentence processing: a study of relative clause attachment in Greek" *SSLA*, 25/4: 501-528, 2003.
- PIENEMANN, M.; HAKANSSON, G. "A unified approach toward the development of Swedish as L2: a processability account". *SSLA*, 21/3: 383-420, 1999.
- ROSSMANT, T.; MACLEOD, B.; McLAUGHLIN, B. "Second-language learning: an information-processing perspective". *Language Learning*, 33/1: 135-158, 1983.
- SASAKI, Y. "Paths of processing strategies transfers in learning Japanese and English as foreign languages: a competition Model Approach". *SSLA*, 16/1: 43-72, 1994.
- SHARWOOD SMITH, M. "Comprehension versus acquisition: two ways of processing input". *Applied Linguistics*, 7/2: 239-256, 1986.
- SCHMIDT, R. W. "The role of consciousness in second language learning". *Applied Linguistics*, 11: 129-158, 1990.
- TAKANO, Y.; NODA, A. "Interlanguage dissimilarity enhances the decline of thinking ability during foreign language processing". *Language Learning*, 45/4: 657-681, 1995.
- TARALLO, F.; MYHILL, J. "Interference and natural language processing in second language acquisition". *Language Learning*, 33/1: 55-76, 1983.
- WHALEN, K; MÉNARD, N. "L1 and L2 writers' strategic and Linguistic knowledge: a model of multiple-level discourse processing". *Language Learning*, 45/3: 381-418, 1995.
- YING, H. G. "Multiple constraints on processing ambiguous sentences: evidence from adult L2". *Language Learning*, 46/4: 681-711, 1996.

3.1.3.2- Estratégias

ARRIETA DE MEZA, B.; MEZA CEPEDA, R. D. “A motivação e as estratégias como fatores importantes na aprendizagem de uma Língua estrangeira”. *Boletim*, 45: 9-17, 2003.

COHEN, A. D. “The learner’s side of foreign language learning: where do styles, strategies, and tasks meet?” *IRAL*, 41/4: 279-291, 2003.

LÓPEZ, E. “Las estrategias como parte de un entrenamiento específico para aprender”. *Frecuencia L*, 6: 37-40, 1997.

MEZA CEPEDA, R. D.; ARRIETA DE MEZA, B. “A motivação e as estratégias como fatores importantes na aprendizagem de uma Língua estrangeira”. *Boletim*, 45: 9-17, 2003.

OXFORD, R. L. “Language learning styles and strategies: concepts and relationships”. *IRAL*, 41/4: 271-278, 2003.

ROBINSON, P. “Generalizability and automaticity of second language learning under implicit, incidental, instructed conditions”. *SSLA*, 19/2: 223-248, 1997.

ROTAWA, L. “Estudo introdutório sobre o uso de estratégias em português como L2”. *Letras de Hoje*, 30/4: 327-340, 1995.

SCHMITZ, J. R. “O termo estratégia: um conceito útil para a Linguística Aplicada?” *Alfa*, 38: 211-217, 1984.

3.2.3.2.1- Estratégias de aprendizagem

BHATIA, V. K. “Simplification v. classification – the case of legal texts”. *Applied Linguistics*, 4/1: 42-54, 1983.

BLUM, S.; LEVENSTON, E. A. “Universals of lexical simplification”. *Language Learning*, 28/2: 399-415, 1978.

CARSON, J. G.; LONGHINI, A. “Focusing on learning styles and strategies: a diary study in an immersion setting”. *Language Learning*, 52/2: 401-486, 2002.

CHAMOT, A. U.; O’MALLEY, J. M.; STEWNER-MANZANARES, G.; KUPPER, L.; RUSSO, R. P. “Learning strategies used by beginning and intermediate ESL students”. *Language Learning*, 35/1: 21-46, 1985.

- COHEN, A. "Studying second-language learning strategies: how to get the information?" *Applied Linguistics*, 5/2: 101-112, 1984.
- FINNEMALN, M. D. "Learning agreement in the noun phrase: the strategies of three first-year Spanish students". *IRAL*, 30/2: 121-136, 1992.
- GARCÍA MANZANO, C. "La integración de las estrategias de aprendizaje en la didáctica de las destrezas comunicativas". *Cuadernos Cervantes*, 48: 18-26, 2003.
- HIROMORI, T.; YAMMAMORI, K.; ISODA, T.; OXFORD, R. L. "Using cluster analysis to uncover L2 learner differences in strategy use, will to learn, and achievement over time". *IRAL*, 41/4: 381-410, 2003.
- HONEYFIELD, J. "Simplification". *TESOL Quarterly*, 11/4: 431-440, 1977.
- ISODA, T.; YAMMAMORI, K.; HIROMORI, T.; OXFORD, R. L. "Using cluster analysis to uncover L2 learner differences in strategy use, will to learn, and achievement over time". *IRAL*, 41/4: 381-410, 2003.
- KUPPER, L.; O'MALLEY, J. M.; CHAMOT, A. U.; STEWNER-MANZANARES, G.; RUSSO, R. P. "Learning strategies used by beginning and intermediate ESL students". *Language Learning*, 35/1: 21-46, 1985.
- LEOW, R. P. "To simplify or not to simplify: a look at intake". *SSLA*, 15/3: 333-356, 1993.
- LEVENSTON, E. A.; BLUM, S. "Universals of lexical simplification". *Language Learning*, 28/2: 399-415, 1978.
- LONGHINI, A.; CARSON, J. G. "Focusing on learning styles and strategies: a diary study in an immersion setting". *Language Learning*, 52/2: 401-486, 2002.
- MANCHÓN RUIZ, R. M. "Estudios de interlengua: análisis de errores, estrategias de aprendizaje y estrategias de comunicación". *RESLA*, 1: 55-75, 1985.

MARTÍNEZ AGUDO, J. de D. “La frecuencia en el empleo de estrategias de aprendizaje de una lengua extranjera”. *Lenguaje y Textos*, 20: 79-86, 2002.

O'MALLEY, J. M.; KUPPER, L.; CHAMOT, A. U. STEWNER-MANZANARES, G.; RUSSO, R. P. “Learning strategies used by beginning and intermediate ESL students”. *Language Learning*, 35/1: 21-46, 1985.

OXFORD, R. L.; YAMMAMORI, K.; ISODA, T.; HIROMORI, T. “Using cluster analysis to uncover L2 learner differences in strategy use, will to learn, and achievement over time”. *IRAL*, 41/4: 381-410, 2003.

PICKARD, N. “Out-of-class language learning strategies”. *ELT Journal*, 50/2: 150-159, 1996.

RICHARDS, J. C. “Simplification: a strategy in the adult acquisition of a foreign language: an example from Indonesian/Malay”. *Language Learning*, 26/1: 115-126, 1975.

ROBERT, J-M. “Redução e superposição: duas estratégias de aquisição de uma L1 ou L2”. *Boletim*, 38: 65-74, 2000.

RODRÍGUEZ RODRÍGUEZ, M. “Las Estrategias afectivas y sociales en el aprendizaje de L2”. *Forma. Formación de Formadores*, 7: 125- 148, 2004.

RUSSO, R. P.; KUPPER, L.; O'MALLEY, J. M.; CHAMOT, A. U.; STEWNER-MANZANARES, G. “Learning strategies used by beginning and intermediate ESL students”. *Language Learning*, 35/1: 21-46, 1985.

STEWNER-MANZANARES, G.; KUPPER, L.; O'MALLEY, J. M.; CHAMOT, A. U.; R. P. RUSSO; “Learning strategies used by beginning and intermediate ESL students”. *Language Learning*, 35/1: 21-46, 1985.

TAKASHIMA, H. “Transfer, overgeneralization and simplification in second language acquisition – a case study in Japan”. *IRAL*, 30/2: 97-120, 1992.

TAYLOR, B. P. "The use of overgeneralization and transfer learning strategies by elementary and intermediate students of ESL". *Language Learning*, 25/1: 73-107, 1975.

VIVANCO, V. "La adquisición de vocabulario en una segunda lengua: estrategias cognitivas y lazos afectivos". *Encuentro. Revista de investigación e innovación en la clase de idiomas*, 12: 177-187, 2001.

WAKAMOTO, N. "Language learning strategy and personality variables: focusing on extroversion and introversion". *IRAL*, 38/1: 71-?, 2000.

YAMAMORI, K.; ISODA, T.; HIROMORI, T.; OXFORD, R. L. "Using cluster analysis to uncover L2 learner differences in strategy use, will to learn, and achievement over time". *IRAL*, 41/4: 381-409, 2003.

YANG, N-D. "Integrating portfolios into learning strategy-based instruction for EFL college students". *IRAL*, 41/4: 293-318, 2003.

3.1.3.2.- Estratégias de comunicação

ACQUARONI MUÑOZ, R.; BARNETT, J. A.; RUPPL, Z. "Estrategias de comunicación de estudiantes de E/LE. Preferencias según la nacionalidad". *Forma. Formación de Formadores*, 7: 9-18, 2004.

BARNETT, J. A.; ACQUARONI MUÑOZ, R.; RUPPL, Z. "Estrategias de comunicación de estudiantes de E/LE. Preferencias según la nacionalidad". *Forma. Formación de Formadores*, 7: 9-18, 2004.

BONGAERTS, T.; POULISSE, N. "Communication strategies in L1 and L2: same or different?" *Applied Linguistics*, 10/3: 253-268, 1989.

BRADLEY, C. H.; FRIEDENBERG, J. "Communication skills for the adult ESL student: a microcounseling approach". *TESOL Quarterly*, 15/4: 403-411, 1981.

FRIEDENBERG, J.; BRADLEY, C. H. "Communication skills for the adult ESL student: a microcounseling approach". *TESOL Quarterly*, 15/4: 403-411, 1981.

KUMARAVADIVELU, B. "Communication strategies and psychological processes underlying simplification". *IRAL*, 26/4: 309-319, 1988.

- LAFFORD, B. A. "The effect of the context of learning on the use of communication strategies by learners of Spanish as a second language". *JSLA*, 26/2: 201-206, 2004.
- MANCHÓN RUIZ, R. M. "Estudios de interlengua: análisis de errores, estrategias de aprendizaje y estrategias de comunicación". *RESLA*, 1: 55-75, 1985.
- MOHAMED EL SALAM, A. "las estrategias de comunicación en la interlengua oral y escrita de estudiantes egipcios". *Forma. Formación de Formadores*, 7: 19-36, 2004.
- PINILLA GÓMEZ, R. "Caracterización de las estrategias de comunicación" *Cuadernos Cervantes*, 28/VI: 20-25, 2000.
- POULISSE, N.; BONGAERTS, T. "Communication strategies in L1 and L2: same or different?" *Applied Linguistics*, 10/3: 253-268, 1989.
- RUPPL, Z.; ACQUARONI MUÑOZ, R.; BARNETT, J. A. "Estrategias de comunicación de estudiantes de E/LE. Preferencias según la nacionalidad". *Forma. Formación de Formadores*, 7: 9-18, 2004.
- SAVIGNON, S. J.; WANG, C. "Communicative language teaching in EFL contexts: learner attitudes and perceptios". *IRAL*, 41/3: 223-250, 2003.
- SEIF, S.; YARMOHAMMADI, L. "More on communicative strategies: classification, resources, frequency and underlying processes". *IRAL*, 30/3: 223-232, 1992.
- TARONE, E. "Communication strategies, foreign talk, and repair in interlanguage". *Language Learning*, 30: 417-431, 1980.
- WANG, C.; SAVIGNON, S. J. "Communicative language teaching in EFL contexts: learner attitudes and perceptios". *IRAL*, 41/3: 223-250, 2003.
- YARMOHAMMADI, L.; SEIF, S. "More on communicative strategies: classification, resources, frequency and underlying processes". *IRAL*, 30/3: 223-232, 1992.

3.1.4- Variáveis cognitivas

3.1.4.1- Personalidade

ACTON, W.; GUIORA, A. "Personality and language behavior: a restatement". *Language Learning*, 29/1: 193-205, 1979.

GUIORA, A.; ACTON, W. "Personality and language behavior: a restatement". *Language Learning*, 29/1: 193-205, 1979.

VOGEL, K.; VOGEL, K. "L'Interlangue et la personnalité de l'apprenant" *IRAL*, 24/1: 49-68, 1986.

VOGEL, S.; VOGEL, S. "L'Interlangue et la personnalité de l'apprenant" *IRAL*, 24/1: 49-68, 1986.

ZUENGLER, J. "Identity and IL development and use". *Applied Linguistics*, 10/1: 80-96, 1989.

3.1.4.2- Aptidão para línguas

POERSCH, J. M. "Atitudes e aptidões no ensino de línguas: é possível alfabetizar em língua estrangeira?" *Letras de Hoje*, 30/2: 193-205, 1995.

3.1.4.3- Estilos de aprendizagem

COHEN, A. D.; ROBBINS, M. "Toward assessing interlanguage performance: the relationship between selected errors, learners' characteristics, and learners' explanations". *Language Learning*, 26/1: 45-57, 1976.

OXFORD, R. L. "Language learning styles and strategies: concepts and relationships". *IRAL*, 41/4: 271-278, 2003.

ROBBINS, M.; COHEN, A. D. "Toward assessing interlanguage performance: the relationship between selected errors, learners' characteristics, and learners' explanations". *Language Learning*, 26/1: 45-57, 1976.

3.1.5- Variáveis afetivas

AZURMENDI, M. J.; ESPÍ, M. J. “Motivación, actitudes y aprendizaje del español como lengua extranjera”. *RESLA*, 11: 63-76, 1996.

BACA, L; OLLER, J.; VIGIL, F. “Attitudes and attained proficiency in ESL: a sociolinguistic study of Mexican Americans in the Southwest”. *TESOL Quarterly*, 11/1: 173-183, 1977.

CHANG, H-T.; CHEN, J. E.; CLYDE, A. W. “Motivators that do not motivate: the case of Chinese EFL learners and the influence of culture on motivation” *TESOL Quarterly*, 39/4: 609-634, 2005.

CHEN, J. E.; CLYDE, A. W.; CHANG, H-T. “Motivators that do not motivate: the case of Chinese EFL learners and the influence of culture on motivation” *TESOL Quarterly*, 39/4: 609-634, 2005.

CLYDE, A. W.; CHEN, J. E.; CHANG, H-T. “Motivators that do not motivate: the case of Chinese EFL learners and the influence of culture on motivation” *TESOL Quarterly*, 39/4: 609-634, 2005.

COOK, V. “Language functions, social factors and second language learning and teaching”. *IRAL*, 23/3: 177-198, 1985.

CROOKES, G.; SCHMIDT, R. W. “Motivation: reopening the research agenda”. *Language Learning*, 41/4: 469-512, 1991.

DAY, J. B.; GARDNER, R. C.; MacINTYRE, P. D. “Integrative motivation, induced anxiety, and language learning in a controlled environment”. *SSLA*, 14/2: 197-214, 1992.

ELY, C. “An analysis of discomfort, risktaking, sociability, and motivation in the L2 classroom”. *Language Learning*, 36/1: 1-25, 1986.

ESPÍ, M. J.; AZURMENDI, M. J. “Motivación, actitudes y aprendizaje del español como lengua extranjera”. *RESLA*, 11: 63-76, 1996.

FATHMAN, A. K. “Variables affecting the successful learning of English as second language”. *TESOL Quarterly*, 10/4: 433-442, 1976.

GARDNER, R. C. “On the validity of affective variables in second language acquisition: conceptual, contextual, and statistical considerations”. *Language Learning*, 30/2: 255-270, 1980.

- GARDNER, R. C.; DAY, J. B.; MacINTYRE, P. D. "Integrative motivation, induced anxiety, and language learning in a controlled environment". *SSLA*, 14/2: 197-214, 1992.
- GARDNER, R. C.; MACINTYRE, P. D. "On the measurement of affective variables in second language learning". *Language Learning*, 43/2: 157-194, 1993.
- GENESSE, F.; HAMAYAN, E.; TUCKER, G. R. "Affective factors and language exposure in second language learning". *Language Learning*, 27/2: 225-241, 1977.
- HAMAYAN, E.; GENESSE, F.; TUCKER, G. R. "Affective factores and language exposure in second language learning". *Language Learning*, 27/2: 225-241, 1977.
- LÓPEZ MOLINA, J. "Motivación y aprendizaje escolar. Factores motivacionales en el área de lenguaje". *Lenguaje y textos*, 10: 209-345, 1991.
- LUKMANI, Y. M. "Motivation to learn and language proficiency". *Language Learning*, 22/2: 261-273, ?
- MacINTYRE, P. D.; GARDNER, R. C.; DAY, J. B.; "Integrative motivation, induced anxiety, and language learning in a controlled environment". *SSLA*, 14/2: 197-214, 1992.
- OLLER, J.; BACA, L; VIGIL, F. "Attitudes and attained proficiency in ESL: a sociolinguistic study of Mexican Americans in the Southwest". *TESOL Quarterly*, 11/1: 173-183, 1977.
- PINTO, A. P. "Fatores afetivos e cognitivos: influência no ensino / aprendizagem de línguas". *The ESP*, 20/2: 91-113, 1999.
- PRADA CREO, E. "Los factores afectivos en el proceso de aprendizaje de una lengua extranjera". *RESLA*, 7: 137-148, 1991.
- RAMAGE, K. "Motivational factors and persistence in foreign language study". *Language Learning*, 40/2: 189-219, 1990.
- RODRÍGUEZ RODRÍGUEZ, M. "Las estrategias afectivas y sociales en el aprendizaje de L2". *Forma. Formación de Formadores*, 7: 125-148, 2004.

- SCARAMUCCI, M. V. R. “Contribuições para um estudo de atitudes e motivações de alunos brasileiros com relação ao inglês”. *Trabalhos em Lingüística Aplicada*, 3: 97-109, 1985.
- SCHMIDT, R. W.; CROOKES, G. “Motivation: reopening the research agenda”. *Language Learning*, 41/4: 469-512, 1991.
- SCHUMANN, J. H. “Affective factors and the problem of age in second language acquisition”. *Language Learning*, 25/2: 209-235, 1975.
- SCHUMANN, J. H. “Second language acquisition: the Pidginization Hypothesis”. *Language Learning*, 26/3: 391-408, 1976.
- STRONG, M. “Integrative motivation: cause or effect of successful second language learning”. *Language Learning*, 34/1: 1-14, 1984.
- TUCKER, G. R.; HAMAYAN, E.; GENESSE, F. “Affective factors and language exposure in second language learning”. *Language Learning*, 27/2: 225-241, 1977.
- VIGIL, F.; OLLER, J.; BACA, L. “Attitudes and attained proficiency in ESL: a sociolinguistic study of Mexican Americans in the Southwest”. *TESOL Quarterly*, 11/1: 173-183, 1977.
- VIVANCO, V. “La adquisición de vocabulario en una segunda lengua: estrategias cognitivas y lazos afectivos”. *Encuentro. Revista de investigación e innovación en la clase de idiomas*, 12: 177-187, 2001.

Autoestima

- CANO, A. “La autoestima: su importancia en la enseñanza de segundas lenguas”. *Frecuencia L*, 2: 3-7, 1996.

3.2 – Análise de Interlíngua com base na Sociolingüística

- AHN, G-S.; LIU, D.; BAEK, K-S.; HAN, N-O. “South Korean High School English teacher’s code switching: questions and challenges in the drive for maximal use of English and teaching”. *TESOL Quarterly*, 38/4: 605-638, 2004.

- AMBADIANG, T. "Cultura lingüística y enseñanza /aprendizaje de español L2: el caso del colectivo de inmigrantes subsaharianos". *Carabela*, 53: 81-103, 2003.
- BAEK, K-S.; AHN, G-S.; LIU, D.; HAN, N-O. "South Korean High School English teacher's code switching: questions and challenges in the drive for maximal use of English and teaching". *TESOL Quarterly*, 38/4: 605-638, 2004.
- BEEBE, L. "Sociolinguistic variation and style shifting in Segunda lengua acquisition". *Language Learning*, 30/4: 433-447, 1980.
- COOK, V. "Language functions, social factors and second language learning and teaching". *IRAL*, 23/3: 177-198, 1985.
- D'ANDREA, D.; HAKUTA, K. "Some properties of bilingual maintenance and loss in Mexican background High School students". *Applied Linguistics*, 13/1: 72-99, 1992.
- GARCÍA MARCOS, F. J. "Sobre el estatus teórico de la interlengua sociolingüística y enfoque comunicativo". *REALE*, 5: 43-51, 1996.
- GARDNER, R. C.; LALONDE, R. N.; MacPHERSON, J. "Social factors in second language attrition". *Language Learning*, 35/4: 519-540, 1983.
- HAKUTA, K.; D'ANDREA, D. "Some properties of bilingual maintenance and loss in Mexican background High School students". *Applied Linguistics*, 13/1: 72-99, 1992.
- HAN, N-O.; AHN, G-S.; LIU, D.; BAEK, K-S. "South Korean High School English teacher's code switching: questions and challenges in the drive for maximal use of English and teaching". *TESOL Quarterly*, 38/4: 605-638, 2004.
- HAYES, E. "Hispanic adults and ESL programs: barriers to participation". *TESOL Quarterly*, 23/1: 47-63, 1989.
- LALONDE, R. N.; GARDNER, R. C.; MacPHERSON, J. "Social factors in second language attrition". *Language Learning*, 35/4: 519-540, 1983.
- LEIBOWITZ, B. "Learning in additional language in a multilingual society: a South African case study on University level writing". *TESOL Quarterly*, 39/4: 661-682, 2005.

LEUNG, C. "Reception classes for immigrant students in England". *TESOL Quarterly*, ...: 93-98, 2000.

LIU, D.; AHN, G-S.; BAEK, K-S.; HAN, N-O. "South Korean High School English teacher's code switching: questions and challenges in the drive for maximal use of English and teaching". *TESOL Quarterly*, 38/4: 605-638, 2004.

MacPHERSON, J.; GARDNER, R. C.; LALONDE, R. N. "Social factors in second language attrition". *Language Learning*, 35/4: 519-540, 1983.

MacPHERSON, S. "Negotiating language contact and identity change in developing Tibetan-English bilingualism". *TESOL Quarterly*, 39/4: 585-608, 2005.

MATEO, M. V. "Enseñanza del español a inmigrantes. Datos empírico y propuestas teóricas". *REALE*, 3: 117-127, 1994.

RICHARDS, J. C. "Social factors, interlanguage, and language learning". *Language Learning*, 22/2: 159-188, 1972.

SCHUMANN, J. H. "Extending the scope of the Acculturation/Pidginization model to include cognition". *TESOL Quarterly*, 24/4: 667-684, 1990.

SCHUMANN, J. H. "Social distance as a factor in second language acquisition". *Language Learning*, 26/1: 135- 143, 1976.

SCHUMANN, J. H. "The implications of interlanguage, pidginization and creolization for study of adult language acquisition". *TESOL Quarterly*, 8/2: 145-152, 1974.

3.2.1- Interação

ASTON, G. "Trouble-shooting in interaction with learners: the more the merrir?" *Applied Linguistics*, 7/2: 128-143, 1986.

DOUGHTY, C.; PICA, T. "The role of group work in classroom second language acquisition". *SSLA*, 7/2: 233-248, 1985.

GASS, S.; VARONIS, E. "The comprehensibility of non-native speech". *SSLA*, 4/1: 41-52, 1982.

- GASS, S.; VARONIS, E. "Non-native / non-native conversations: a model for the negotiation of meaning". *Applied Linguistics*, 6/1: 71-90, 1985.
- GASS, S.; VARONIS, E. "The effect of familiarity on the comprehensibility of non-native speech". *Language Learning*, 34/1: 65-89, 1984.
- HIGA, C.; SCARCELLA, R. "Input, negotiation and age differences in second language acquisition". *Language Learning*, 32/4: 409-437, 1981.
- LONG, M. "Input and second language conversational adjustments to non-native speakers". *SSLA*, 5/2: 177-193, 1983.
- LONG, M. "Linguistic and conversational adjustments to non-native speakers". *SSLA*, 5/2: 177-193, 1983.
- LONG, M. H. "Native speak / non-native speak conversations and the negotiation of comprehensive input". *Applied Linguistics*, 4/2: 126-141, 1983.
- LONG, M. H.; PORTER, P. A. "Group work, interlanguage talk and second language acquisition". *TESOL Quarterly*, 19/2: 207-238, 1985.
- MacDONALD, D.; YULE, G. "Resolving referential conflicts in L2 interaction: the effect of proficiency and interactive role". *Language Learning*, 40/4: 539-556, 1990.
- PICA, T. DOUGHTY, C. "The role of group work in classroom second language acquisition". *SSLA*, 7/2: 233-248, 1985.
- PICA, T. "Second language acquisition, social interaction and the classroom". *Applied Linguistics*, 8/1: 3-21, 1987.
- PICA, T. "Interlanguage adjustments as an outcome of NS-NNS negotiated interaction". *Language Learning*, 38/1: 45-72, 1988.
- PORTER, P. A.; LONG, M. H. "Group work, interlanguage talk and second language acquisition". *TESOL Quarterly*, 19/2: 207-238, 1985.
- SCARCELLA, R.; HIGA, C. "Input, negotiation and age differences in second language acquisition". *Language Learning*, 32/4: 409-437, 1981.

VARONIS, E.; GASS, S. "The comprehensibility of non-native speech". *SSLA*, 4/1: 41-52, 1982.

VARONIS, E.; GASS, S. "The effect of familiarity on the comprehensibility of non-native speech". *Language Learning*, 34/1: 65-89, 1984.

VARONIS, E.; GASS, S. "Non-native / non-native conversations: a model for the negotiation of meaning". *Applied Linguistics*, 6/1: 71-90, 1985.

YULE, G.; MacDONALD, D. "Resolving referential conflicts in L2 interaction: the effect of proficiency and interactive role". *Language Learning*, 40/4: 539-556, 1990.

3.2.2- Atitudes lingüísticas

ALBRECHTSEN, D.; HENRIKSEN, B.; FÆRCH, C. "Native speaker reactions to learner's spoken interlanguage". *Language Learning*, 30/2: 365-396, ?.

BACA, L. L.; OLLER JR., J. W.; VIGIL, A. "Attitudes and attained Proficiency in ESL: a sociolinguistic study of Mexican Americans in the southwest". *TESOL Quarterly*, 11/2: 173-184, 1977.

CHAPELLE, C.; ROBERTS, C. "Ambiguity tolerance and field independence as predictors of proficiency in English as a second language". *Language Learning*, 36/1: 27-45, 1986.

CURTIN, J. B. "Attitudes to Language Learning: the adult student". *ELT Journal*, 33/4: 281-284, 1979.

EDWARDS, A.; TEITELBAUM, H.; HUDSON, A. "Ethnic attitudes of Spanish as a second language". *Language Learning*, 25/2: 255-266, 1975.

FÆRCH, C.; ALBRECHTSEN, D.; HENRIKSEN, B. "Native speaker reactions to learner's spoken interlanguage". *Language Learning*, 30/2: 365-396, 1980.

FRAHM, G. F.; RIPPEL, Z. I. B. "Conscientização lingüística: um enfoque contrastivo L1 – L2 para ensino de inglês instrumental na UFPR". *The ESP*, 13: 51-68, 1986.

FU, G. S.; PIERSON, H. D.; LEE, S-Y. "An analysis of the relationship between language attitudes and English attainment of secondary students in Hong Kong". *Language Learning*, 30/2: 289-316, 1980.

GARDNER, R. C.; LALONDE, R. N.; MOORCROFT, R. "The role of attitudes and motivation in second language learning: correlational and experimental considerations". *Language Learning*, 26/2: 267-280, 1985.

HARLEY, B.; HART, D. "Language aptitude and second language proficiency in classroom learners of different strating ages". *SSLA*, 19: 379-400, 1997.

HART, D.; HARLEY, B. "Language aptitude and second language proficiency in classroom learners of different strating ages". *SSLA*, 19: 379-400, 1997.

HENRIKSEN, B.; ALBRECHTSEN, D.; FÆRCH, C. "Native speaker reactions to learner's spoken interlanguage". *Language Learning*, 30/2: 365-396, 1980.

HERMANN, G. "Attitudes and success in children' learning of English as a second language: the motivational versus the resultative hypothesis". *ELT Journal*, 34/2: 247-254, 1980.

HUDSON, A.; TEITELBAUM, H.; EDWARDS, A. "Ethnic attitudes of Spanish as a second language". *Language Learning*, 25/2: 255-266, 1975.

LALONDE, R. N.; GARDNER, R. C.; MOORCROFT, R. "The role of attitudes and motivation in second language learning: correlational and experimental considerations". *Language Learning*, 26/2: 267-280, 1985.

LEE, S-Y.; PIERSON, H. D.; FU, G. S. "An analysis of the relationship between language attitudes and English attainment of secondary students in Hong Kong". *Language Learning*, 30/2: 289-316, 1980.

LONG, M. H.; PORTER, P. A. "Group work, interlanguage talk, and second language acquisiton". *TESOL Quarterly*, 19/2: 207-228, 1985.

MACINTYRE, P. D.; GARDNER, R. C.; DAY, J. B. "Integrative motivation, induced anxiety, and language learning in a controlled environment". *SSLA*, 14/2: 197-214, 1992.

MARTÍNEZ MARTÍNEZ, I. "Consciousness raising (CR): una manera de integrar gramática y comunicación". *Forma. Formación de Formadores*, 2; 133-158, 2001.

MEDINA BELLIDO, M. "Actitudes de los alumnos ante el aprendizaje de la gramática, el léxico y la pronunciación de la lengua inglesa". *Lenguaje y textos*, 10: 67-78, 1991.

MOORCROFT, R.; GARDNER, R. C.; LALONDE, R. N. "The role of attitudes and motivation in second language learning: correlational and experimental considerations". *Language Learning*, 26/2: 267-280, 1985.

OLLER JR., J. W.; BACA, L. L.; VIGIL, A. "Attitudes and attained proficiency in ESL: a sociolinguistic study of Mexican Americans in the southwest". *TESOL Quarterly*, 11/2: 173-184, 1977.

PAGLIARINI, M. I.; ASSIS-PETERSON, A. A. "Critical Pedagogy en ELT: images of Brazilian teachers of English". *TESOL Quarterly*, 33/3: 433-452, 1999.

PEASE-ÁLVAREZ, L.; WINSLER, A. "Cuando el maestro no habla español: children's bilingual language practices in the classroom". *TESOL Quarterly*, 26/3: 507-535, 1994.

PIERSON, H. D.; FU, G. S.; LEE, S-Y. "An analysis of the relationship between language attitudes and English attainment of secondary students in Hong Kong". *Language Learning*, 30/2: 289-316, 1980.

PIERSON, H. D.; FU, G. S.; LEE, S-Y. "An analysis of the relationship between language attitudes and English attainment of secondary students in Hong Kong". *Language Learning*, 30/2: 289-316, 1980.

POERSCH, J. M. "Atitudes e aptidões no ensino de línguas: é possível alfabetizar em língua estrangeira? *Letras de Hoje*, 30/2: 193-205, 1995.

PORTER, P. A.; LONG, M. H.. "Group work, interlanguage talk, and second language acquisition". *TESOL Quarterly*, 19/2: 207-228, 1985.

ROBERTS, C.; CHAPELLE, C. "Ambiguity tolerance and field independence as predictors of proficiency in English as a second language". *Language Learning*, 36/1: 27-45, 1986.

SCARAMUCCI, M. V. R. "Contribuições para um estudo de atitudes e motivações de alunos brasileiros com relação ao inglês". *Trabalho em Lingüística Aplicada*, 3: 97-109, 1985.

SCHIMIDT, R. "The role of consciousness in second language learning". *Applied Linguistics*, 11/1: 129-158, 1990.

SPOLSKY, B. "Attitudinal aspects of second language learning". *Language Learning*, 19/2: 270-285, 1989.

SVANES, B. "Attitudes and cultural distance' in second language acquisition". *Applied Linguistics*, 9/4: 357-371, 1988.

TEITELBAUM, H.; EDWARDS, A.; HUDSON, A. "Ethnic attitudes of Spanish as a second language". *Language Learning*, 25/2: 255-266, 1975.

VIGIL, A.; OLLER JR., J. W.; BACA, L. L. "Attitudes and attained Proficiency in ESL: a sociolinguistic study of Mexican Americans in the southwest". *TESOL Quarterly*, 11/2: 173-184, 1977.

WINSLER, A.; PEASE-ÁLVAREZ, L. "Cuando el maestro no habla español: children's bilingual language practices in the classroom". *TESOL Quarterly*, 26/3: 507-535, 1994.

3.2.3- Alternância de código

AHN, G-S.; BAEK, K-S.; LIU, D.; HAN, N-O. "South Korean High School English teacher's code switching: questions and challenges in the drive for maximal use of English un teaching". *TESOL Quarterly*, 38/4: 605-638, 2004.

AMARANTE, M. F. S. "O conceito de falante bilíngüe e a alternância de código lingüístico no discurso da avaliação de aprendizagem de inglês como língua estrangeira". *Letras – PUC/Camp*, 19/1-2: 63-74, 2000.

- BAEK, K-S.; LIU, D.; AHN, G-S.; HAN, N-O. "South Korean High School English teacher's code switching: questions and challenges in the drive for maximal use of English un teaching". *TESOL Quarterly*, 38/4: 605-638, 2004.
- BILLIEZ, J.; DABENE, L. "Code-switching in the speech of adolescents born of immigrant parents". *SSLA*, 8/3: 309-326, 1986.
- BAEK, K-S.; LIU, D.; AHN, G-S.; HAN, N-O. "South Korean High School English teacher's code switching: questions and challenges in the drive for maximal use of English un teaching". *TESOL Quarterly*, 38/4: 605-638, 2004.
- DABENE, L.; BILLIEZ, J. "Code-switching in the speech of adolescents born of immigrant parents". *SSLA*, 8/3: 309-326, 1986.
- ELDRIDGE, J. "Code-switching in a Turkish secondary school". *ELT Journal*, 50/4: 303-311, 1996.
- HAMMARBERG, B.; WILLIAMS, S. "Language switches in L3 production: implications for a polyglot speaking". *Applied Linguistics*, 19/3: 295-339, 1998.
- HAN, N-O.; LIU, D.; BAEK, K-S.; AHN, G-S. "South Korean High School English teacher's code switching: questions and challenges in the drive for maximal use of English un teaching". *TESOL Quarterly*, 38/4: 605-638, 2004.
- HANCOCK, M. "Behind classroom code switching" layering and language choice in L2 learner interaction". *IRAL*, 31/2: 217-235, 1997.
- LIU, D.; AHN, G-S.; BAEK, K-S.; HAN, N-O. "South Korean High School English teacher's code switching: questions and challenges in the drive for maximal use of English un teaching". *TESOL Quarterly*, 38/4: 605-638, 2004.
- MEISEL, J. M. "Code-switching in young bilingual children: the acquisition of grammatical constraints". *SSLA*, 16/4: 413-440, 1994.
- MOURA, I. M. "Motivações para a alternância de código no discurso bilíngüe". *Trabalhos em Lingüística Aplicada*, 29: 51-67, 1997.
- WILLIAMS, S.; HAMMARBERG, B. "Language switches in L3 production: implications for a polyglot speaking". *Applied Linguistics*, 19/3: 295-339, 1998.

3.3 – Análise de Interlíngua com base na Pragmática

3.3.1- Pragmática interlingüística

ADAMSON, H. D.; REGAN, V. M. “The acquisition of community speech norms by Asian immigrants learning English as a second language: a preliminary study”. *SSLA*, 13/1: 1-22, 1991.

AL BATAL, M., NELSON, G. L.; CARSON, J.; EL BAKARY, W. “Cross-cultural pragmatics: strategy use in Egyptian Arabic and American English refusals”. *Applied Linguistics*, 23/2: 163-189, 2002.

ALMARAZ ROMO, M. M. “Actos de habla y cortesía verbal. Análisis contrastivo en español y japonés”. *Forma. Formación de Formadores*, 2: 65-84, 2001.

ALONSO BELMONTE, I. “Un estudio pragmático-discursivo del orden de los constituyentes en la oración en español y en inglés”. *REALE*, 8: 9-21, 1998.

BARDOVI-HARLIG, K.; DÖRNYEI, Z. “Do language learners recognize pragmatic violations? Pragmatic versus grammatical awareness in instructed L2 learning”. *TESOL Quarterly*, 32/2: 233-261, 1998.

BLUM-KULKA, S.; OLSHATAIN, E. “Requests and apologies: a cross-cultural study of speech act realization patterns (CCSARP)”. *Applied Linguistics*, 5/3:196-213, 1984.

BORSTEL, C. N. V. “Plurietnias: situações enunciativas sócio-culturais e pragmáticas”. *Signum: Estudos da Linguagem*, 6/2: 55-80, 2003.

CARSON, J.; AL BATAL, M., NELSON, G. L.; EL BAKARY, W. “Cross-cultural pragmatics: strategy use in Egyptian Arabic and American English refusals”. *Applied Linguistics*, 23/2: 163-189, 2002.

CAVALCANTI, M. C. “Interação guarani / não guarani: etnocentrismo naturalizado na questão do silêncio inter-turnos”. *Trabalhos em Lingüística Aplicada*, 18: 101-109, 1991.

DAHL, M.; KASPER, G. “Research methods in interlanguage pragmatics”. *SSLA*, 13/2: 215-248, 1991.

DÖRNYEI, Z.; BARDOVI-HARLIG, K. "Do language learners recognize pragmatic violations? Pragmatic versus grammatical awareness in instructed L2 learning". *TESOL Quarterly*, 32/2: 233-261, 1998.

EL BAKARY, W.; AL BATAL, M., NELSON, G. L.; CARSON, J. "Cross-cultural pragmatics: strategy use in Egyptian Arabic and American English refusals". *Applied Linguistics*, 23/2: 163-189, 2002.

FÆRCH, C.; KASPER, G. "Pragmatic knowledge: rules and procedures". *Applied Linguistics*, 5/2: 214-225, 1986.

FRASER, B. "Insulting problems in a second language". *TESOL Quarterly*, 15/4: 435-441, ?

HALMARI, H. "Intercultural business telephone conversations: a case of Finns vs. Anglo-americans". *Applied Linguistics*, 14/4: 408-430, 1993.

HIGLHTOWER, H. "Consideraciones de las estrategias de cortesía en la cortesía intercultural". *Forma. Formación de Formadores*, 2: 49-64, 2001.

HINKEL, E. "Native and nonnative speakers pragmatic interpretations of English texts". *TESOL Quarterly*, 28/2: 353-?, 1994.

KASPER, G. "Interlanguage Pragmatics in SLA". *SSLA*, 18/2: 145-148, 1996.

KASPER, G.; DAHL, M. "Research methods in interlanguage pragmatics". *SSLA*, 13/2: 215-248, 1991.

KASPER, G.; FÆRCH, C. "Pragmatic knowledge: rules and procedures". *Applied Linguistics*, 5/2: 214-225, 1986.

KASPER, G.; SCHMIDT, R. "Developmental issues in interlanguage Pragmatics". *SSLA*, 18/2: 149-169, 1996.

LITTLEWOOD, W. T. "Contrastive pragmatics and the foreign language learner's personality" *Applied Linguistics*, 4/3: 200-206, 1983.

MATSUMURA, S. "Modelling the relationship among interlanguage Pragmatic development, L2 proficiency, and exposure to L2". *Applied Linguistics*, 24/4: 465-491, 2003.

- MEIER, A. J. "Teaching the universals of politeness". *ELT Journal*, 51/1: 21-28, 1997.
- MIQUEL, L. "Lengua y cultura desde una perspectiva pragmática: algunos ejemplos aplicados al español". *Frecuencia L*, 5: 3-13, 1997.
- NELSON, G. L.; AL BATAL, M., CARSON, J.; EL BAKARY, W. "Cross-cultural pragmatics: strategy use in Egyptian Arabic and American English refusals". *Applied Linguistics*, 23/2: 163-189, 2002.
- OLSHATAIN, E.; BLUM-KULKA, S. "Requests and apologies: a cross-cultural study of speech act realization patterns (CCSARP)". *Applied Linguistics*, 5/3:196-213, 1984.
- REGAN, V. M.; ADAMSON, H. D. "The acquisition of community speech norms by Asian immigrants learning English as a second language: a preliminary study". *SSLA*, 13/1: 1-22, 1991.
- ROSE, K. R. "An exploratory cross-sectional study of Interlanguage pragmatic development". *SSLA*, 22/1: 27-68, 2000.
- SCHMIDT, R.; KASPER, G. "Developmental issues in interlanguage Pragmatics". *SSLA*, 18/2: 149-169, 1996.
- SCHNELL, F. R. "Discurso e malentendidos "interculturais" em português e alemão no âmbito empresarial". *Trabalhos em Linguística Aplicada*, 29: 37-50, 1997.
- SUH, J-S. "Pragmatic perception of politeness in requests by Korean learners of English as a second language". *IRAL*, 37/3: 195-214, 1999.
- TAKAHASHI, S. "Pragmatic transferability". *SSLA*, 18/2: 189-224, 1996.
- TANNEN, D. "The pragmatics of cross-cultural communication". *Applied Linguistics*, 5/3: 189-195, 1984.
- THOMAS, J. "Cross-cultural discourse as 'unequal encounter': towards a Pragmatic Analysis". *Applied Linguistic*, 5/3: 226-235, 1984.
- THOMAS, J. "Cross-cultural pragmatic failure". *Applied Linguistic*, 4/2: 91-112, 1983.

TYLER, A. "The coconstruction of cross-cultural miscommunication: conflicts in perception, negotiation, and enactment of participant role and status". *SSLA*, 17/2: 129-152, 1995.

WALTERS, J. "Strategies for requesting in Spanish and English – structural similarities and pragmatic differences". *Language Learning*, 29/2: 277-294, 1979.

WEIZMAN, E. "Identifying implied referents: an interlingual study of Linguistic, Pragmatic, Textual, and Contextual factors in information processing". *Applied Linguistics*, 5/3: 265-274, 1984.

Referências bibliográficas

1. Textos teóricos

ABREU, A. S. "Escolha do tema e pesquisa bibliográfica". *Letras – PUC/Camp*, 11/1-2: 20-30, 1992.

BOOTH, W. C.; COLOMB, G. G.; WILLIAMS, J. M. *A arte da pesquisa*. São Paulo: Martins Fontes, 2000.

DURÃO, A. B. A. B. *Referências bibliográficas de Lingüística Contrastiva*. Londrina: Moriá, 2005.

_____. *La Interlengua*. Madrid: Arco/Libros, 2006.

2. Revistas consultadas (1972-2005)

Alfa – Revista de Lingüística

Anuario Brasileño de Estudios Hispánicos

Applied Linguistics

Boletim: Revista da Área de Humanas

Cable – Revista de Didáctica del Español como Lengua Extranjera

Carabela (Segunda Etapa)

Cuadernos Cervantes de la Lengua Española

D. E. L. T. A – Documentação de Estudos em Lingüística Teórica e Aplicada
Encuentros – Revista de Investigación e Innovación en la clase de idiomas
English Language Teaching Journal
Estudios Lingüísticos de la Universidad de Alicante
Forma. Formación de Formadores
Frecuencia L - Revista de Didáctica del Español como Lengua Extranjera
Intercâmbio
International Review of Applied Linguistics
Language Learning – Journal of Applied Linguistics
Lenguaje y textos
Letras (PUC-Campinas)
Letras de Hoje
Linguagem e Ensino
Lingüística, Lingüística Hispânica
Revista Brasileira de Lingüística Aplicada
Revista de Lenguas para Fines Específicos
Revista de Estudios de Adquisición de la Lengua Española
Revista Española de Lingüística
Revista Española de Lingüística Aplicada
Revista de Lingüística Teórica y Aplicada
Signum: Estudos da Linguagem
Studies in Second Language Acquisition
TESOL Quartely
The Specialist
Trabalhos em Lingüística Aplicada